BACHELOR OF PHYSICAL AND HEALTH EDUCATION

SYLLABUS: PHED 3106 – Fall/Winter 2023-24: COMMUNITY LEADERSHIP PLACEMENT (CLP) I

Faculty Instructor: Dr. Graydon Raymer, graydonr@nipissingu.ca
Placement Officer: Jennifer Buell, jenniferb@nipissingu.ca
Office: AC201-A, Centre for Physical and Health Education.
Office Hours: 8:30AM to 4:30PM, Mon-Fri, Meetings available by appointment
Phone: 705-474-3450 ext. 4896. Voicemails will be forwarded to email
Meetings: By request, in person, or Via Microsoft Teams
Website: http://clp.nipissingu.ca
Chat: MS Teams
IG Profile: NU_SPHE

*Office hours are times when you can meet with your Placement Officer to discuss your placement or other experiential learning interests you have. Course-related discussions include asking for extra help, seeking clarification of material and following up on aspects of the course that may require clarification. (Cornell University Learning Strategies Centre, n.d.)

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Students will participate in a 50 hour, non-paid work experience in an approved community setting which complements course work, previous experience, and future goals. Students develop strong communication skills, critical thinking skills, leadership skills, and societal connections. This course is graded as SATISFACTORY or FAIL.

NOTE: Placements are monitored by the Physical and Health Education Placement Officer and will take place between September 5th, 2023 and April 9th, 2024 once approved.

Prerequisite: 48 credits completed
Antirequisites: None
Location: Refer to WebAdvisor
Hours: Mandatory sessions plus a minimum of 50 hours work placement
Credits: 3

COURSE INTRODUCTION & DESCRIPTION

The Bachelor of Physical and Health Education Community Leadership Program (CLP) provides you with experiential learning opportunities relevant to your academic and career goals. PHED 3106 is a **satisfactory/fail**

course which requires organization, professionalism, punctuality and thoroughness from all student participants.

Please read carefully for all course details including:

- Course calendar and information
- Required documentation
- Application and Assignment details and due dates

Students are unable to start their placement until all required documentation is complete and submitted. Late submissions could result in failing the course or a request made to withdrawal.

GENDER & PRONOUNS

Class rosters are provided to the course instructor with the student's legal name. The PHED Placement Officer will gladly honour any student's request to address them by an alternate name or gender pronoun. Please advise PHED Placement Officer Jennifer Buell (she/her) accordingly early in the semester so that appropriate changes can be made to your placement file. (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COMMUNITY LEADERSHIP PLACEMENT I LEARNING OUTCOMES
Students will:

- Gain concrete experience in providing physical and health education services within our community;
- Develop technical communication and administration skills relevant to the field of physical and health education;
- Expand leadership skills and develop personal leadership style;
- Recognize the psycho-social implications of physical and health education to a community's health and wellness;
- Further develop professional competencies such as leadership, written/verbal communication skills, organization and critical thinking skills.

REQUIRED RESOURCES:

A textbook is not required for this course. Please thoroughly read through all resources made available on the Community Leadership Program (CLP) website: http://clp.nipissingu.ca.
Important updates/communications will be shared using Nipissing University accounts only (student123@my.nipissingu.ca) and it is the responsibility of the student to check their email accounts regularly and communicate any concerns with your Placement Officer immediately. Students will not require access to Blackboard Ultra for PHED 3106.

COURSE EVALUATION - SUMMARY

ENTRANCE DOCUMENTS	COMMUNITY LEADERSHIP PLACEMENT COMMITMENT	EXIT DOCUMENTS
Clearance Credentials - 10% Placement Orientation Meeting Police Vulnerable Sector Check Workplace Health and Safety Concussion Training AODA Training OHR Training **Due: Sept. 22nd, 2023 by 4pm** **One-Page Profile – 10%** **Due: Sept. 22nd, 2023 by 4pm** **Proposed Timeline – 5%** **Due: Prior to beginning placement hours but no later than Oct. 20th at 4pm** **Placement Agreement – 5%** **Due: Prior to beginning placement hours but no later than Oct. 20th at 4pm**	25% for completing 50 hours of successful work placement. **Due: Hours must be completed by April 9th, 2024** **Midpoint Reflection - 10%** **Due: at midpoint of hours noted in the proposed timeline.**	Digital Portfolio – 15% CLP Report and Time Tracking Sheet– 10% Formal Evaluation – 10% Host Acknowledgement – 0% **Due: Within two weeks of completing placement commitment or March 28th, 2024 (whichever occurs first)**
Total Marks – 30%	**Total Marks –35%**	**Total Marks – 35%**

COURSE EVALUATION – DETAILED DESCRIPTION

SCHEDULE AND FORMAT
PHED 3106 runs from **September 5th, 2023 to April 9th, 2024** and students are expected to be available to complete their required 50 hours between these time frames in addition to virtual meeting requests made by the program Placement Officer. Schedules will be determined between the student and placement host.

PLACEMENT MATCHING PROCESS

Students registered in PHED 3106 may select one of two routes:

- Assigned placement

- Self-Initiated placement

Students may request to be assigned to a placement role with a local partner agency listed within the PHED placement directory, or they may propose (or self-initiate) a role that is supported by a host who has agreed to

mentor and evaluate the student's efforts. Shortly after registration in PHED 3106, students will be asked which route they wish to select. This is the first step in the placement matching process.

Assigned Placements

A student who wishes to be assigned a placement listed within the PHED placement directory will be provided with a placement request form. Students will be asked to provide as much detail as possible on the form to ensure a suitable placement role is assigned. Sometimes a meeting with the placement officer is required to discuss placement goals and determine a match with a suitable host partner. Some placement hosts may not be accepting students at various times, so flexibility may be required. Some sectors involving roles in healthcare and rehabilitative science settings may limit the number of learners able to observe clinicians. This may result in a competitive process and/or being placed in a role that isn't the student's first choice.

In-person placements assigned by the PHED Placement Officer take place within the City of North Bay and will be accessible by city transit (bus). The experiential learning projects that students participate in during their placement are assigned by the PHED Placement Officer and will be based on several criteria including student requests and the availability of hosts. All in-person placements will follow recommended health and safety measures as outlined by the Ontario government in response to COVID 19.

Requests for placement assignments will be accepted until **Friday, Sept 22nd, 2023 at 4pm.** Following this date, students are required to submit a proposal prior to the deadline listed below for a self-initiated placement.

Self-Initiated Placements

Students who wish to self-initiate a placement will assume the responsibility of connecting with an appropriate host, discussing, and agreeing upon a placement role that provides the student with an optimal professional experience. The host may be a former teacher, coach, clinician, or supporter. Ideally, the host is someone who can support a student's goal of furthering their knowledge in a professional sector. The host may be someone the student knows. However, a host must be able and willing to provide constructive, unbiased feedback. The host must not be an immediate family member.

When a student decides to self-initiate a placement, the Placement Officer provides a specific form used to submit the proposal. The role is submitted for approval, and the student's proposed host is contacted to verify their ability to supervise placement efforts. They may also be asked to provide information to satisfy the university's insurance policies. All self-initiated placements in PHED 3106 are subject to approval through the School of PHE and must take place in North Bay and surrounding area. Virtual placements proposals may also be accepted.

Students who chose to self-initiate a placement must ensure that the proposed placement meets the following guidelines:

- The placement meets academic and career goals;
- The scope of the role and associated responsibilities are appropriate for the level of study;
- Placement host contact information is available;
- Placement host is an acceptable mentor, available to guide and support student throughout the duration of the 50 hour requirement;
- Placement host is not immediately related to the student;
- Placement is an unpaid position;
- The student is not employed, or has not been employed with proposed placement location;
- The student has not already completed a placement with the proposed agency or group unless there is clear evidence the opportunity will be a new/different experience and will allow the student to gain additional competencies;

- Placement demonstrates a benefit not only to the student, but to the community in fulfilling a true organizational need.

Proposals for self-initiated placements will be accepted until accepted until **Friday, October 20th, 2023 at 4pm.** Following this date, students will be given an unsatisfactory grade.

TIMELINES AND IMPORTANT COURSE DATES: deadlines apply to students registered in PHED 3106 FA, FW, or WI.

Friday, September 22, 2023	- Deadline for **Request Form for PHED placement assignment.** Beyond this date, students will have until October 20th to follow self-initiated placement proposal guidelines - Last day to submit **PHED Placement Clearance Credentials**. This deadline includes all students registered in PHED 3106 FA, FW, or WI sections. - Deadline for One Page Profile assignment - Deadline for Proposed Placement Timeline assignment
Friday, October 20th, 2023	Last day to submit **Placement Proposal** (for self-initiated placements only). Please connect with your placement officer directly regarding proposal process and guidelines.
Placement Midpoint	Midpoint reflection due
Thursday, March 28th, 2024	**Placement Exit Assignments** due within two weeks of placement being completed OR March 28th, 2024 (whichever comes first)

ENTRANCE DOCUMENTS

Clearance Credentials – 10% Due Friday September 22nd, 2023 by 4:00pm
Submission Guidelines – upload all clearance documents via secure MS webform. A link to this webform will be provided during the first week of classes. Please contact your Placement Officer if you are unsure how to access the form.

Clearance documents need to be completed successfully and submitted to the Placement Officer **before students begin their work placement**. Students will be provided with a link to a **secure e-form to upload their clearance credentials electronically**. Students are unable to contribute to their 50-hour requirement outside the placement dates of September 5th, 2023 and April 9th, 2024, and can only begin once approved; therefore, it is imperative that deadlines for submissions are met. Abiding by the Community Leadership Placement Risk Management Policy*, **student placements will be cancelled, and students will be asked to withdraw** from the course if the required Health & Safety Documents are not successfully complete and **submitted by 4:00 pm by Friday September 22nd, 2023**. No exceptions.

Students should note that select PHED Placement Partner agencies require additional, job specific training. This training is outlined by the partner agency (e.g. WHMIS, Non-Violent Intervention Training). Placements with our clinical partners, including in-person placements in healthcare and the vulnerable sector require proof of vaccines recommended by the Government of Ontario, including the Covid_19 vaccine. Any additional training, documentation or vaccine requirements required will be communicated to students.

PHED Placement Clearance Credentials include:

1. **MANDATORY** PHED Placement Orientation Meeting

- Students must attend one in-person OR virtual orientation seminar meeting with their placement officer PRIOR to September 22nd. Meeting times are available Mon-Friday 8:30am to 4pm, beginning the week of August 28th. Students are responsible for connecting with their Placement Officer to book their orientation meeting. Orientation meetings are 15-20 minutes in length, and provide an opportunity to clarify placement expectations and goals. To arrange a meeting, email jenniferb@nipissingu.ca with the following heading "orientation meeting request" please also include blocks of time that are most convenient to meet.

2. **MANDATORY** Police Vulnerable Sector Check (PVSC)
   - An **original**, clean PVSC completed within the last 12 months must be uploaded to the PHED clearance form. A scan, or CLEAR photo of each page of the document will be accepted.
   - Failure to provide this documentation by the deadline will result in the cancellation of placement and withdraw and/or fail from the program. Exceptions will not be made.
   - Students will be provided with a PVSC screening requisition by email from their Placement Officer upon request. Some police detachments will not provide screening without proof of the request originating from the school. Any costs associated with the PVSC are absorbed by the applicant. Individual timelines for processing can vary, and in some cases it can take up to 4-6 weeks for a request to be complete. **Initiating this process should be a priority**. Students registered in Education placements should connect with their Education Placement Officer about the timing of their police check.

3. **MANDATORY** Ministry of Labour Work Place Safety Module
   - Ministry of Training Colleges and Universities (MTCU), provides an insurance coverage program for BPHE students at Nipissing University when completing unpaid work placement through the Workplace Safety and Insurance Board (WSIB).
   - Ministry of Labour 4-step work and safety module is required by WSIB. This safety module will take approximately 45 – 60 minutes to complete, and must be done in one sitting.
   - The Training module can be found here or by entering: http://tinyurl.com/safetymodule
   - Proof of Completion certificate will be issued once the module is successfully done. **Keep a copy of the certificate for your records as there will not be one stored online by the Ministry**.

4. **MANDATORY** Concussion Training
   - Most students will complete concussion education in previous courses, for example, in PHED 1037; however, here are some alternatives ways to complete the training:
     o The Making Headway National Coaching Certification Program (NCCP) module found here, will allow students to complete their training.
   - The student is responsible to arrange approved training to complete this requirement. Students may also verify their concussion education status as a member of Nipissing University Varsity Athletics

5. **MANDATORY** Accessibility for Ontarians with Disabilities Act
   - The Accessibility for Ontarians with Disabilities Act (AODA) is the law that sets out a process for developing, implementing, and enforcing accessibility standards. Government, businesses, non-profits, and public sector organizations must follow the standards. Accessibility laws and standards help to reduce and remove barriers and make Ontario more inclusive for everyone.
   - All employees and volunteers working in Ontario, whether they are paid or unpaid, full-time, part-time or contract positions are required to complete this training.
   - The training module is found here: http://accessforward.ca/newado/csstandardmodule/

6. **MANDATORY** Ontario Human Rights Training

- The training module is found here: https://www.ohrc.on.ca/en/learning/working-together-code-and-aoda/certificate-version
- Students should ensure they select the 'certificate version' of this training.

7. **OPTIONAL** CPR Level C & Standard First Aid
   - <u>**Only required if the placement agency requires this training**</u>. Students should be made aware that many placement partners in rehabilitative/allied health do require this credential and should ensure they maintain up to date certifications in CPR C/SFA.
   - Training may be completed by any nationally recognized provider such as; Red Cross, or St. John's Ambulance, but <u>must involve</u> a face-to-face component to the training.
   - Students are responsible for coordinating training, and must absorb all associated costs. Students can click here for more information on Red Cross, or here for St. John's Ambulance.
   - Acknowledging that additional costs are involved for this training, students who do not wish to secure this credential will be offered a placement that does not require it.

8. **OPTIONAL** Vaccine Passport*
   - During the 2021-22 school year, the School of PHE, in alignment with Nipissing University's vaccination policy, required a vaccination receipt or passport, issued by a recognized Ministry of Health, confirming administration of a minimum of 2 doses of a COVID-19 vaccine approved by Health Canada. ***Please note that this requirement was instituted in response to institutional policy and has been paused as of May 2022**.

   - At this time, Nipissing University does not require proof of vaccination against COVID-19 to register for in-person work placements. However, please be aware that some placement partners, particularly those linked to healthcare and education may still require vaccine declarations. The University policy will evolve to reflect changes to the guidance provided by public health. If this aspect of student clearance credentials is changed, this change will be clearly communicated to you in a timely manner.

ENTRANCE DOCUMENTS CONT.

One Page Profile – 10%
The one-page profile assignment will assist in introducing you to your placement community. Students report that including a brief description of their strengths, goals and a description of how they like to be supported helps foster positive experiences and relationships within their placement workplaces. The completed one-page profile document will be shared with each student's placement host community (school, clinic, etc). Detailed instructions, an exemplar and rubric for the one-page profile assignment is available at clp.nipissingu.ca
Due: September 22nd by 4pm
Submission Guideline: Submit assignment via email to jenniferb@nipissingu.ca

Proposed Timeline – 5%
Students must supply a copy of their proposed placement schedule to both their Placement Host and their Placement Officer prior to their first day of placement. A template, detailed instructions, and exemplar for the assignment is available at clp.nipissingu.ca.
Due: Prior to the first day of placement, and no later than October 20th, 2023
Submission Guideline: Email the timeline assignment to Placement Officer (jenniferb@nipissingu.ca) and ensure placement host is cc'd with email.

Placement Agreement – 5%
Once a student has been matched with a placement agency, either through assignment or self-initiated role, both

the student and host must sign the **CLP Placement Agreement Form (5%).** This form must be submitted prior to any work experience hours taking place.

Students are strongly encouraged to request an initial meeting with their host prior to signing the placement agreement.

Initial Host Meeting: Arranged by the student

- Once a student has been approved for placement, they are required to connect with their host supervisor to arrange a meeting (face-to-face, phone, video chat).
- Hosts may have additional information/forms required to be complete by the student. Should any questions arise, the student may reach out to the Placement Officer.
- The initial meeting **does not count toward your 50 hour** workplace experience.

Due: Prior to the first day of placement, and no later than October 20th, 2023
Submission Guideline: Email the agreement to Placement Officer (jenniferb@nipissingu.ca) and ensure placement host is cc'd with email.

COMMUNITY LEADERSHIP PLACEMENT COMMITMENT

Field Hours – 25%
Minimum of 50 hours of work placement with an approved placement host is mandatory for successful completion of this course. Failure to meet placement expectations and responsibilities will result in an overall grade of zero for this section and a 'fail' for the course. All hours must be accounted for using the timesheet template provided on the placement website, and all hours will be confirmed by your placement host.

Placement hours will be coordinated between the student and placement host, with assistance from the Placement Officer when needed. Placement hours can take place at any time, on any date within the semester. It is important to share your academic calendar and unavoidable prior engagements with your placement host to avoid overlaps. Students are expected to be flexible and accommodating to reach the needs of the placement host whenever possible.

Mid Point Reflection – 10%
A midpoint reflection offers a check point to ensure students are meetings their experiential learning objectives. The reflective process is unique to each student. As such, the midpoint reflection is will take the form of a video or audio file, a vlog or a face to face meeting with the Placement Officer. Detailed instructions for the mid-point reflection assignment is available at clp.nipissingu.ca.
Due: At the midpoint of the placement (25 hours) as indicated in the proposed timeline assignment.
Submission Guideline: Submit assignment via email to jenniferb@nipissingu.ca

EXIT DOCUMENTS

Experiential Learning in its simplest form is described as, "learning through experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking" (Lewis and Williams, 1994). PHED 3106 students will be required to complete several Exit Documents to reflect upon their experiential learning experience.

Digital Portfolio Assignment – 15%
Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on Thursday, March 28th, 2024.
Submission Guidelines: Submit assignment via email to jenniferb@nipissingu.ca

- The digital portfolio should be considered a visual representation of who you are as a professional. This includes information one would find in a resume, in addition to documents, photos or certificates that highlight your specific areas of interest.
- Consolidation of a student's involvement in an experiential learning placement, class work and professional development should be highlighted clearly in a professional portfolio.
- Students can choose to create their Digital Portfolio using a variety of methods such as, but not limited to public or personal sharing tools such as:
    - Personal Website (Canva, Weebly, Smore, Wix etc.)
    - Document sharing software (Google Docs, etc)
    - PowerPoint/Keynote, etc.
    - Preferred digital platform
- Students need to be cognizant of the information they are choosing to share should they select a public facing tool (e.g., website) to share their information. Some students opt out of including personal address/phone numbers etc. Reducing private information will not hinder final grades.
- Digital Portfolios will continue to be developed and students may choose to add their efforts into PHED 4106 and beyond.

- Things to include in a Digital Portfolio:
    - **Introductory Statement**: statements should contain elements of professional competencies (e.g., leadership, written/verbal communication skills, organization and critical thinking skills) and career goals. Reflection on personal and professional goals can be included to add depth to your portfolio and more information for your reader.
    - **Experiential Learning Philosophy**: Your philosophy should extend your thinking about experiential learning, its meanings, and its applicability.   There are significant relationships between what is put into an experiential learning experience, and what is taken from an experiential learning experience.
        - Philosophy will range from 100 to 250 words
        - Integrate theory, research, and/or professional practice
        - Stay on topic
        - Demonstrate proper spelling, grammar and scholarly tone
    - **"Proof of" Professional & Personal Achievements**
        - Work and volunteer experience, certifications, trainings, quotes from reference letters, images etc. should all be considered.
        - The reader should gain a sense of who you are when viewing a portfolio.
        - What are your goals? What specific skills do you possess? How have you been involved with your community? What are your future academic/career goals?

CLP Report and Final Time Tracking Sheet – 10%
Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on Thursday, March 28th, 2024.
Submission Guidelines: Submit assignment to jenniferb@nipissingu.ca

- Students should use the time tracking sheet located on the CLP website.
- The CLP Reflection will allow you to react, discuss, and explore your feelings, knowledge and community issues/ideas.
- This is <u>not a diary</u> and students should show an application of knowledge and growth based on their assigned placement.
- Things to consider:
    o What did you do? – duties, personal tasks, specific projects
    o Your reaction to what you did – positive improvements, troubles, areas of development
    o How is your placement relevant to your academic and professional goals?
    o What have you learned about community or social issues?
    o Has something inspired you to make or suggest change?
    o Did you have any assumptions or stereotypes leading to your placement?
    o What has been challenging? Easy? Unpredicted? Surprising?
    o What have you learned about yourself?
    o What professional competencies did you use, develop, and/or improve on? (Communication skills, conflict resolution, team work, time management, prioritizing etc.)
    o Any other comments you may have – be honest and write freely
- CLP Reflections must be a minimum of 2 pages, with regular spacing and fonts no larger than 12pts.
- It is recommended you make notes after each shift, so you do not forget any key components to your placement experience.
- Be creative!

Evaluation – 10%
Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on Thursday, March 28th, 2024.
Submission Guidelines: Request that your host emails the document to Jennifer Buell directly.
- Evaluation forms can be found on the CLP website and email reminders will be sent to both students and hosts.
- Ideally, placement hosts will communicate results with students; however, they can choose to send the completed form to the student for review, review results in person with the student, or send the completed evaluation directly to the Placement Officer. Regardless of which scenario your placement host chooses, it is your responsibility to ensure the completed evaluation is submitted on time by communicating this need when your hour requirement is completed.

Host Acknowledgement – no grade assigned
- A thank you letter to your placement host is not only a nice gesture, it is proper business etiquette. Prior to your last day of placement, please take the time to thank your host (and host organization) for allowing you to complete your placement.
- Things to consider:
    o Include what you have learned, and how you plan to use this knowledge in your future.
    o An email is typically the easiest method; however, a hand written thank you card is considered a professional standard.

- Even though there is no course value assigned to this requirement, it is important to the School of Physical and Health Education to ensure each host is acknowledged for their time and support of your progress. Please include a scanned attachment, or forward a copy of the email to jenniferb@nipissingu.ca for your Placement Officer to include in your exit documentation.

- Please note that gifts or renumeration provided to your host is not expected or required. In fact, some professional codes of conduct restrict professionals from being able to accept personal gifts as an acknowledgement of their support.

ATTENDANCE

Punctual and regular attendance during work placement is essential for successful completion of this course. This applies to in person or virtual placements. Missing just one day of placement may negatively impact your evaluation. Please take responsibility of your attendance and notify your placement host in advance of any unavoidable absences or technology barriers that may restrict your participation. It is your responsibility to make up any lost hours if an absence interferes with the required 50 hours you must achieve to successfully complete the course. In the case of medical absences, documentation may be requested by your placement host and/or instructor.

STUDENT CODE OF CONDUCT

https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

PROFESSIONALISM

The Bachelor of Physical & Health Education Program is a professional preparation program. Upon graduation you will possess skills, attitudes and knowledge to become a leader in the field, assisting others to live healthy, active lives. It is expected that you will behave in a professional manner in all that you do while at Nipissing University. You are ambassadors and positive role models on and off campus. Make every effort to represent Nipissing University, the BPHE program, and most importantly, yourselves, in a way that demonstrates your readiness to become a professional. This includes the way you choose to represent yourselves in social media. Be cognizant of the fact that whether your proper name is used or not, people and employers may have access to seeing the way you are represented on social media that you believe to be 'private'.

Professionalism means:

- Written and verbal communications with peers, professors and staff are positive and respectful.
- Being responsible for your actions and academic work.
- Being respectful of your host placement and instructor, and avoiding the use of electronic communications/tools unrelated to your course or work place assignments.
- Respecting and being open to the views and opinions of others.
- Actively being engaged in all activities, assignments and responsibilities outlined by PHED 3106.

COURSE POLICIES

1. This course outline contains all pertinent information and expectations for PHED 3106.
2. Placements are assigned and must not be initiated by the student or placement host; however, both students and placement hosts are able to indicate preferences during the application process.
3. Students are expected to be punctual, prepared and actively involved in all assignments provided by the instructor and placement host.
4. Course information, including this document, are made available on the Community Leadership Placement (CLP) website. Students are responsible for reviewing information to be prepared for seminars and to complete requirements of the course.
5. Submission of documents must be sent to the PHED Placement Officer by email: jenniferb@nipissingu.ca and must be sent from Nipissing University accounts only. Information coming in from other email accounts may get deleted and/or sent to SPAM folders. It is not the responsibility of the instructor to search for missing documentation. It is important to save all documents as PDF, and name the files using the following format: Student Name, Assignment Name, Course code - e.g., BuellJenniferLogBook3106.pdf
6. Students are responsible for keeping back-up copies of all documentation for this course. If original hard copies have been submitted, students should take a picture or scan of the item before submission.
7. Late submissions will not be accepted without appropriate accommodations being discussed in advance. Approval for late submissions are discussed between the student and instructor and will be determined on a case by case basis. Computer/internet/email problems will not be considered as reasonable excuses.
8. Submitted work will not be returned to the student; however, should a student choose, they can request a meeting with their instructor at any time to discuss course progress, results etc.
9. For information on Petitions and Grade Appeals, follow this link:
    Navigator Suite - Catalog - View Catalog (nipissingu.ca)
    Students who feel that they have grounds for an appeal or petition (in all matters other than academic dishonesty) should immediately discuss the matter with the Placement Officer. If the student is not satisfied with this informal session, the student must discuss the matter further with the School of Physical Health and Education Director, Dr. Graydon Raymer – graydonr@nipissingu.ca who may then escalate concerns to the Dean of the School of Education and Professional Studies. Arranging a meeting with the Director must be done as soon as possible, and any information shared with the Dean, needs to be communicated no later than 30 days after official notification of the final grade.
10. If a student requires services and/or supports provided by Accessibility Services, it is their responsibility to contact and arrange such needs. All accommodations are arranged through Accessible Learning, not by the course instructor. Please refer to the Accessible Learning site for more information: click here.
11. All of the components for evaluation must be completed in order to gain credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstances at the discretion of the instructor.
12. Students are expected to keep a copy of the course outline for their own records. The School of PHE is not obligated to provide a copy at a later date.
13. Should a student be offered compensation for their efforts at the host placement, this must be arranged as an employment offer between the placement host and the student directly and will void their contributions needed for the course.
14. **Policy for Recording of Lectures/Materials**
    https://www.nipissingu.ca/departments/student-development-and-services/accessibility-services/faculty-resources/classroom-accommodations

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

15. **Academic Integrity statement and link to Academic Calendar Policy**

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.
[Navigator Suite - Catalog - View Catalog (nipissingu.ca)](nipissingu.ca)

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Using Generative AI tools such as ChatGPT to satisfy course requirements without authorization is academic dishonesty. Written assignments associated with the course, such as reflective reports and portfolios require the student to reflect on the personal meaning derived from experiential learning and their own professional development, as such AI tools are inappropriate and may not be used.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (http://www.eclibrary.ca/library/) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services
Visit https://www.nipisssingu.ca/sds or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

QUESTIONS?
Connect with Jennifer Buell directly, jenniferb@nipissingu.ca